National Child Care Information Center

A service of the Child Care Bureau

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STATE CORE KNOWLEDGE and/or COMPETENCIES

Comprehensive professional development systems for early care and education personnel are accessible and based on a clearly articulated framework; include a continuum of training and ongoing supports; define pathways that are tied to licensure, leading to qualifications and credentials; and address the needs of individual, adult learners. Enhancing a spirit of life-long learning is one goal of any professional development system; similar to this goal, a professional development system itself is never a finished product and should continually evolve and be refined to best meet the needs of the population it serves.

Within professional development systems there are several interconnected components. These components fall under five broad elements: 1) Funding; 2) Core Knowledge; 3) Qualifications and Credentials; 4) Quality Assurances; and 5) Access and Outreach. A one-page document that outlines and defines this simplified framework is available on the Web at http://nccic.org/pubs/goodstart/pdsystem.html and in PDF at http://nccic.org/pubs/goodstart/pdsystem.pdf.

Core knowledge areas and competencies define what *all* adults who work with children need to know, understand, and be able to do to support children's development and school readiness. They provide a broad categorization of knowledge and skills that apply across *all* roles in the early/school-age care and education field. Using these categories as a framework, explicit skills and knowledge required of adults that work with specific age-groups, children with special needs, English language learners, in family child care settings, or who administer programs can be developed. The table on the following pages delineates 26 States' core knowledge and/or competencies, the core knowledge areas, and some additional information.

Additional information about State professional development systems and initiatives is available in the document *State Professional Development Systems and Initiatives for the Early Childhood Workforce*, by NCCIC. This resource includes the names and contact information of State professional development systems or initiatives and highlights online information provided on professional development system elements and components. This document is available under the Workforce and Professional Development topic in the Popular Topics section of NCCIC's Web site at http://nccic.org/pubs/goodstart/state-ece.html in HTML format and at http://nccic.org/pubs/goodstart/state-ece.pdf in PDF.

STATE	CORE KNOWLEDGE AND/OR COMPETENCIES	CORE KNOWLEDGE AREAS	NOTES

AK	*Core Knowledge Content Standards*, developed by Alaska's System for Early Education Development (Alaska SEED), is available on the Web at http://seed.alaska.edu/framework/levels/Level_1.html.	Level One
		  1. Introduction to Early Care and Education
		  2. Introduction to Developmentally Appropriate Practices (DAP)
		  3. Special Needs, Communication ,and Behavior Management
		  4. Intro to Health and Safety, Professional Ethics and Responsibilities, and CDA
		
		Levels Two and Three
		  1. Safe Environment
		  2. Healthy Environment
		  3. Learning Environment
		  4. Physical Development
		  5. Cognitive Development
		  6. Communication Development
		  7. Creative Development
		  8. Self Development
		  9. Social Development
		10. Guidance
		11. Families
		12. Program Management
		13. Professionalism
		
		Levels Four through Seven
		  1. Promoting Child Development and Learning
		  2. Building Family and Community Relationships
		  3. Observing, Documenting, and Assessing to Support Young Children and Families
		  4. Teaching and Learning
		  5. Becoming a Professional
			Seven levels of core knowledge; connects with the Professional Development Framework

AZ	*Core Knowledge Elements and Competencies*, developed by S✰CCEEDS (Statewide Child Care and Early Education Professional Development System), is available on the Web at http://www.asccaz.org/SCCEEDS/Master%20Forms/English%20fillable/Core%20Competencies%2010-04.pdf.	1. Child and Family Development 2. Family and Community Contacts 3. Professional and Personal Development 4. Care and Teaching of Young Children 5. Administration and Management	Connects with Career Levels; each S✰CCEEDS Training identifies the Core Knowledge Elements and Competencies that will be contained in the training

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CO	*Core Knowledge* is available on Qualistar Early Learning's Web site at http://www.corra.org/docs/core_knowledge.pdf.	1. Child Growth and Development 2. Health, Nutrition, and Safety 3. Developmentally Appropriate Practices 4. Guidance 5. Family and Community Relationships 6. Cultural and Individual Diversity 7. Professionalism 8. Administration and Supervision	Two levels of core knowledge; core early childhood education courses at Colorado colleges and non-credit trainings approved by the Department of Human Services are based on the core knowledge standards
DE	*Delaware First Competencies for Center-Based Practitioners* (December 2004), by Delaware First, is available on the Web at http://www.state.de.us/kids/pdfs/occl_defirst_competencies_cntrbasepract.pdf.	1. Child Development 2. Developmental Curriculum Planning 3. Understanding Children's Behavior 4. Health, Safety, and Nutrition 5. Working with Families 6. Professionalism	Includes a general statement of importance of each content area, and required knowledge related to each area
DE	*Delaware First Competencies for Administrators in Program Management* (December 2004), by Delaware First, is available on the Web at http://www.state.de.us/kids/pdfs/occl_defirst_competencies_progmgtadms.pdf	1. Administration Management 2. Personnel Management 3. Operations Management 4. Fiscal Management	Includes competencies for design and delivery of a program and management
GA	*Professional Development Competencies*, developed by the Georgia Childhood Care and Education Professional Development System, a project of the Georgia Association on Young Children and the Collaborative Leadership Team, is available on the Web at http://tc.caresolutions.com/key_comp.cfm.	Competencies are delineated for Early Care and Education Practitioners; School-Age Practitioners; and Early Childhood and School-Age Care Program Administrators. Competencies provide the framework for approved trainings; a maximum of one competency may be covered per two training hours.	
		Early Intervention Areas 1. Typical and Atypical Infant and Toddler Development 2. Family Systems and Family Involvement 3. Assessment 4. Program Implementation and Evaluation 5. Administrative and Team Processes 6. Professional Development	Competencies provide the framework for approved trainings; a maximum of one competency may be covered per two training hours
		Trainer Areas 1. Professionalism 2. Instructional Design and Development 3. Knowledge of Content 4. Presentation Skills 5. Program Management	Trainer competencies are tied to the State's trainer approval processes

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HI	*Hawai'i Careers with Young Children: Attitudes, Skills, and Knowledge (ASK) for Early Care and Education Practitioners Center-Based (Birth - 5 years old),* by the Hawaii Careers with Young Children Initiative, Hawaii Early Childhood Career Development Coalition, is available on the Web at http://www.goodbeginnings.org/pdf/ASK_AREAS/ask_for_ec_ep.pdf.	1. Growth and Development 2. Professionalism 3. Diversity 4. Observation and Assessment 5. Health, Safety, and Nutrition 6. Relationships and Guidance 7. Learning Environment 8. Planning Learning Experiences 9. Working with Families 10. Program Management	Three levels of competencies are detailed for each of the core knowledge areas; links to the State's career framework
ID	*IdahoStars Early Care and Education Core Knowledge Components* (Draft), by IdahoStars, is available on the Web at http://www.idahostars.org/docs/components.doc	1. Child Growth and Development 2. The Environment, Curriculum, and Practice 3. Character Building and Development 4. Relationships with Families 5. Observing, Recording, and Assessing Child Outcomes 6. Program Operation and Administration 7. Professionalism and Leadership 8. Health, Safety, and Nutrition	Core components are the basic areas of training that are approved
IL	*Core Professional Knowledge: Early Care and Education Content Areas*, approved by the Illinois Professional Development Advisory Committee, is available on the Web at http://www.ilgateways.com/credentials/CPK.aspx.	1. Child Growth and Development 2. Child Observation and Assessment 3. Curriculum and Instructional Methods 4. Family and Community Relationships 5. Health, Safety, and Nutrition 6. Teaching/Learning Interactions and Environments 7. Personal and Professional Development	Core areas, and associated Performance Area and Content Area statements, are directly aligned with various professional standards and the State early learning guidelines
IA	*Core Body of Knowledge for Best Practices* (October 2001), by The Iowa Early Care and Education Professional Development Project. Available on the Web at http://www.iaeceprofdev.org/training_resources/core_body.html.	1. Health, Safety, and Nutrition 2. Child Growth and Development 3. Child Observation and Assessment 4. Interactions with Children 5. Learning Experiences and Environment 6. Families and Communities 7. Program Management 8. Professional Development	Four levels of competencies are outlined under each core knowledge area; will tie to trainer approval process (under development)

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KS	*Core Competencies for Early Care and Education Professionals: First Edition* (January 2001), by Opportunities in a Professional Education Network Initiative in Missouri (OPEN), Kansas Association of Child Care Resource and Referral Agencies, and Mid-America Regional Council Metropolitan Council on Child Care, is available on the Web at http://www.kaccrra.org/story_files/203/203_ss_file1.pdf.	1. Child Growth and Development 2. Learning Environment and Curriculum 3. Child Observation and Assessment 4. Families and Communities 5. Health, Safety, and Nutrition 6. Interactions with Children 7. Program Planning and Development 8. Professional Development and Leadership	Five levels of competencies are delineated for each core knowledge area; used for curriculum development, definition of credentials, and organization of training into coherent and progressive sequences
KY	Kentucky's "Core Content" is a subsection (pp. 4 – 29) in a document titled *Early Childhood Professional Development: Creating a Framework for Kentucky* (May 2003)—this document and *Understanding and Using Kentucky's Early Childhood Core Content* (Revised 2004) were developed by five Professional Development Work Groups, the Professional Development Council, and the Governor's Office of Early Childhood Development, published by KIDS NOW (Kentucky Invests in Developing Success). Both documents are available on the Web at http://www.education.ky.gov/KDE/Instructional+Resources/Early+Childhood+Development/Early+Childhood+Professional+Development%3a++Creating+a+Framework+for+Kentucky.htm.	1. Child Growth and Development 2. Health, Safety, and Nutrition 3. Professional Development/Professionalism 4. Learning Environments and Curriculum 5. Child Assessment 6. Family and Community Partnerships 7. Program Management/Evaluation	Five levels of competency are outlined; links various early childhood education and training programs
MN	The Minnesota Core Competencies for Early Childhood Education and Care Practitioners (2004), by the Minnesota Professional Development Council, is available on the Web at http://www.mnaeyc.org/pd/core/index.html.	1. Child Growth and Development 2. Learning Environment and Curriculum 3. Assessment and Planning for Individual Needs 4. Interactions with Children 5. Families and Communities 6. Health, Safety, and Nutrition 7. Program Planning and Evaluation 8. Professional Development and Leadership	Includes five levels of competency for each content area

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MO	*Core Competencies for Early Care and Education Professionals: First Edition* (January 2001), by Opportunities in a Professional Education Network Initiative in Missouri (OPEN), Kansas Association of Child Care Resource and Referral Agencies, and Mid-America Regional Council Metropolitan Council on Child Care, is available on the Web at http://www.openinitiative.org/core_overview.htm.	1. Child Growth and Development 2. Learning Environment and Curriculum 3. Child Observation and Assessment 4. Families and Communities 5. Health, Safety, and Nutrition 6. Interactions with Children 7. Program Planning and Development 8. Professional Development and Leadership	Five levels of competencies are delineated for each core knowledge area; used for conference planning purposes
MT	*Montana's Knowledge Base Content Areas*, developed by the Montana Early Childhood Project, is available on the Web at http://www.montana.edu/wwwecp/training.html#2.	1. Personal Attributes/Characteristics 2. Program Management 3. Health, Safety, and Nutrition 4. Curriculum 5. Child Growth and Development 6. Observation and Assessment 7. Environmental Design 8. Professionalism 9. Child Guidance 10. Family and Community Partnerships 11. Cultural and Developmental Diversity (incorporated throughout all knowledge base areas)	Self-assessment form includes seven levels of competency; core knowledge base is used in training approval processes
NV	*Core Knowledge Areas*, by the Nevada Registry, is available on the Web at http://www.nevada-registry.org/cka4.12.04.html.	1. Foundations of Early Care and Education 2. Understanding Children 3. Environment and Curriculum 4. Health, Safety, and Nutrition 5. Leadership and Professional Development 6. Family and Community Relationships 7. Management and Administration	Each Core Knowledge Area is divided into subcategories that identify types of knowledge, or areas of concentration; links to the career ladder

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NJ	*Core Knowledge and Competency Areas: Professional Standards for Adults Working with Young Children Birth through Age Eight and In Out-of-School-Time Programs* (January 2001), by the Office of Professional Standards and Articulation, Professional Standards Working Committee, published by the New Jersey Professional Development Center for Early Care and Education, is available on the Web at http://www.njpdc.org/coreknow.html.	1. Child Growth and Development 2. Curriculum 3. Family and Community Relationships 4. Assessment and Evaluation 5. Professionalism	Six levels of competencies are defined; ties to the career lattice
NM	*Common Core Content and Areas of Specialization for Personnel Preparation in Early Care, Education and Family Support in New Mexico: Entry Through Master's Level* (May 2002), prepared by the Higher Education Early Childhood Task Force for the New Mexico Child Development Board, is available on the Web at http://www.newmexicokids.org/EDUCATORS.	1. Child Growth, Development, and Learning 2. Health, Safety, and Nutrition 3. Family and Community Collaboration 4. Developmentally Appropriate Content 5. Learning Environment and Curriculum Implementation 6. Assessment of Children and Programs 7. Professionalism	Three mastery levels are delineated; links to Statewide training and articulation
NY	*The New York State Early Care and Education Core Body of Knowledge Framework* (Second Edition 2001), developed and published by the Career Development Initiative of New York State, is available on the Web at http://www.earlychildhood.org/pdfs/CoreBody.pdf.	1. Child Growth and Development 2. Environment, Curriculum, and Content 3. Families in Society 4. Child Assessment 5. Communication 6. Professionalism and Leadership	Three levels of competency are defined for each area; aligns with credentials

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ND	Competency Areas are delineated by the North Dakota Child Care Resource and Referral on their Web site at http://www.ndchildcare.org/providers/trainingcompetency.htm.	1. Environments 2. Physical and Intellectual Development 3. Social and Emotional Development 4. Families 5. Program and Business Practices 6. Professionalism	Categorizes trainings offered
OR	*Core Body of Knowledge for Oregon's Childhood Care and Education Profession* (January 2005), and *Definitions of Core Knowledge Categories* (Revised December 2004), by the Oregon Center for Career Development in Childhood Care and Education, are available on the Web at http://www.centerline.pdx.edu/forms/CoreBodyKnowledge.pdf and http://www.centerline.pdx.edu/forms/CKCDefinitions.pdf, respectively.	1. Diversity 2. Family and Community Systems 3. Health, Safety, and Nutrition 4. Human Growth and Development 5. Learning Environments and Curriculum 6. Observation and Assessment 7. Personal, Professional, and Leadership Development 8. Program Management 9. Special Needs 10. Understanding and Guiding Behavior	Three sets of knowledge are delineated in each core area; links to trainings and steps on the personnel registry
PA	*The Pennsylvania Core Body of Knowledge for Early Childhood and School-Age Caregivers*, prepared by the Pennsylvania Pathways Program, Career Development Task Force, in collaboration with The Alliance for Early Childhood Professional Preparation, is available on the Web at http://papathways.org/PDFs/CBK.pdf.	1. Child Growth and Development 2. The Environment, Curriculum, and Content 3. Families in Society 4. Child Assessment 5. Communication 6. Professionalism and Leadership 7. Health, Safety, and Nutrition 8a. Director's Knowledge Area 8: Program Organization and Administration 8b. Home-based Provider's Knowledge Area 8: Program Organization and Administration	Three levels of competencies are defined; links with individual professional development record

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TX	Core knowledge and competency areas are delineated on the Texas Early Care and Education Career Development Web site at http://www.uth.tmc.edu/tececds.	**For Practitioners** 1. Child Growth and Development 2. Health and Safety 3. Professional Practice Methods and Curriculum 4. Guidance 5. Family and Community Relationships 6. Cultural and Individual Diversity 7. Observation and Assessment 8. Professionalism **For Administrators** 1. Maintaining an Effective Organization 2. Financial Management 3. Maintaining a Healthy and Safe Environment 4. Guidance 5. Personnel Management 6. Implementing a Developmentally Appropriate Curriculum 7. Instituting Family Centered Programming **For Trainers** 1. Adult Learning and Its Impact on Training Design 2. Training Methodology, Techniques, and Presentation Skills 3. Group Process Skills 4. Topic Selection and Training Preparation 5. Evaluation and Training Outcomes	Categorizes trainings; links to trainer registration
VT	*Core Competencies for Early Childhood Professionals* (2005), by the Vermont Northern Lights Career Development Center, is available on the Web at http://northernlights.vsc.edu/corecomp.html and in PDF at http://northernlights.vsc.edu/vnlcorecomps05.pdf.	1. Child Development 2. Families and Communities 3. Teaching and Learning 4. Healthy and Safe Environments 5. Professionalism and Program Organization	Core competencies address three of the six levels of the Vermont Northern Lights Career Development Center's professional development continuum

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WV	*Core Knowledge and Core Competencies for Early Care and Education Professionals* (November 2004), by Partners Implementing an Early Care and Education System (PIECES) Professional Development Committee, is available on the Web at http://www.wvearlychildhood.org/CoreCompetencies.pdf.	6. Child Growth and Development 7. Health, Safety, and Nutrition 8. Positive Interactions and Relationships 9. Curriculum 10. Child Observation and Assessment 11. Family and Community 12. Program Management 13. Professionalism	Three levels of competency acquisition are defined; links to the State early learning guidelines and NAEYC standards
WI	Core Knowledge Areas are identified on The Registry's Web site at http://www.the-registry.org/registry.htm.	1. Child Development 2. Cultural and Individual Diversity 3. Developmentally Appropriate Practices 4. Family Relationships 5. Guidance 6. Observation and Assessment 7. Professionalism 8. Safe and Healthy Environment 9. Finance 10. Legal 11. Marketing 12. Organizational Management 13. Regulatory Policy and Standards 14. Adult Education 15. Personnel management	The Registry identifies training by assigning core knowledge areas; links to career ladder and personnel registry
WY	Core Knowledge Areas are defined on Wyoming STARS' (State Training and Resource System) Web site at http://www.wykids.com/stars/professional-development/achievement-scale.html.	1. Health, Nutrition, and Safety 2. Guidance and Discipline 3. The Active Learning Environment 4. Child Growth and Development 5. Family Relationships 6. Program Management 7. Professionalism 8. Uniqueness and Cultural Awareness	Categorizes trainings; part of the professional development scale areas

The National Child Care Information Center does not endorse any organization, publication, or resource.

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